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ABSTRACT

Since its founding in 1983 The Jefferson Foundation has engaged increasing numbers of Americans in study and discussion of the U.S. Constitution. Through participation in Jefferson Meetings on the Constitution, citizens will come to a fuller understanding of how the Constitution was made, why it designed the national government the way it did, and how it structures political life. The Jefferson Foundation has extended the Jefferson Meeting to schools across the country. This guide reflects the belief that schools and colleges have a key role to play in preparing young Americans for active and informed participation in the political life of the United States. The guide also reflects the idea that teachers and students can organize and carry out effective Jefferson Meetings on the Constitution in the classroom. The guide is divided into four sections. Part 1, Getting Started, gives information needed when planning how to integrate a Jefferson Meeting on the Constitution into a course plan. Part 2 provides a step-by-step guide to the Jefferson Meeting on the Constitution. Part 3 discusses variations of the format of the meeting that will allow use in a number of settings with a variety of participants. Part 4 gives a listing of audio-visual and print resources useful in preparing and carrying out a Jefferson Meeting. The document concludes with a ready-to-mail form useful for informing the Jefferson Foundation about the success in using the materials. (Author/RSL)

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THE JEFFERSON MEETING ON THE CONSTITUTION:

The Constitution in the Classroom

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A Teacher's Guide to Using the Jefferson Meeting as an Educational Tool

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FOREWORD

Since its founding in 1983 The Jefferson Foundation has engaged ever-growing numbers of Americans in study and discussion of the U.S. Constitution. Through participation in Jefferson Meetings on the Constitution these citizens have come to a fuller understanding of how the Constitution was made, why it designed the national government the way it did, and how it structures our political life.

The Jefferson Foundation has undertaken a major initiative to extend the Jefferson Meeting to schools across the country. This Guide reflects our belief that schools and colleges have a key role to play in preparing young Americans for active and informed participation in the political life of the United States. The Guide also reflects our confidence that teachers and students can organize and carry out effective Jefferson Meetings on the Constitution in the classroom.

This Guide is divided into four sections. Part I — Getting Started — gives you information you will need when planning how to integrate a Jefferson Meeting on the Constitution into your course plan. Part II provides a Step-by-Step Guide to The Jefferson Meeting on the Constitution. Part III discusses variations of the format of the Meeting that will allow use of the Meeting in a number of settings with a variety of participants. Part IV gives a listing of audio-visual and print resources that you and your students will find useful in preparing and carrying out your Jefferson Meeting. At the back of the Guide is a ready-to-mail form you can use to tell us at the Jefferson Foundation about your Jefferson Meeting.

Four individuals deserve a large measure of credit for developing the Jefferson Meeting on the Constitution and taking the initiative to extend this unique learning experience to the classroom. They are Charles Bartlett, President of the Jefferson Foundation, former Director of the Foundation Alice O'Connor, former Assistant Director Mary Henze, and Tracy Dussia, who helped prepare an earlier version of this Guide for use in Virginia schools. This Guide was prepared with the help of Carey-Greenberg Associates of Adelphi, Maryland.

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PART I

GETTING STARTED

What is a Jefferson Meeting?

The Jefferson Meeting is what a constitutional convention might look like if delegates were to gather to discuss the adequacy of the Constitution and its provisions for government in contemporary American society. The biggest difference is that the purpose of the Jefferson Meeting is to educate rather than to pursue political change. The emphasis is on the debate itself and the process of exchanging ideas. Arguments against changing provisions of the Constitution are as important and must be made as forcefully as arguments for change.

There are four basic stages of the Jefferson Meeting: setting the agenda of issues to be discussed, the issue committee meetings, the plenary session, and the follow-up. Each of these stages is explained in more detail in Part II of this guide. To start the program off, students should discuss various issues relating to constitutional change. Part II contains an opinion poll that will be useful in getting students to start thinking about these issues. Once students have become interested in these issues, an agenda of issues to be discussed in the Jefferson Meeting can be set. Each student delegate is then assigned to one issue committee (based on his or her own preference). In committee meetings students discuss in depth their particular issue (for example, amending the Constitution to institute a single six-year term of office for the President). After discussion and research each committee is divided into groups that take pro and con positions on the proposed change that they have studied. Students organize a roster of pro and con speakers to present the issue during the plenary session of the Meeting.

The plenary session is the main event of the Jefferson Meeting. With a chairperson and secretary presiding, issues are considered one by one, beginning with pro and con presentations by the speakers designated in issue committees, and followed by a period of questions, answers, and discussion in which all delegates participate.

The follow-up session is a time for summary, evaluation, and, if desired, an informal vote on the issues debated. At this point delegates also have an opportunity to raise new ideas and proposals.

Why Have a Jefferson Meeting?

In his "Report of the Commissioners for the University of Virginia" (1818), Thomas Jefferson listed among his goals for the student:

> To know his rights; to exercise with order and justice those he retains; to choose with discretion the fiduciary of those he delegates; and to notice their conduct with diligence, with candor, and judgment...

Among Jefferson's goals for educators were:

> to develop the reasoning faculties of our youth, enlarge their minds, cultivate their morals and instill into them the precepts of value and order.

The Jefferson Meeting seeks to reflect these educational principles. Its emphasis on participation in self-regulating committees, a criticial awareness of governmental institutions and their history, and on forming and articulating opinions on important current issues makes it an exercise in citizenship skills as well as a learning device.

Participation in a Jefferson Meeting gives students the opportunity to develop and apply important analytical skills. During the committee meetings and debates, students must select, research, and defend a position on a constitutional issue. They must identify and clarify issues, ask appropriate and searching questions, and evaluate the consequences of alternative positions. Working in groups develops interpersonal skills such as cooperating with others, giving and receiving constructive criticism, and respecting the opinions of peers.

Research in preparation for the Meeting will involve some creative detective work. Written and oral communications skills are an equally important part of the Meeting. The centerpiece is the public speaking entailed in the plenary debates.

Another valuable aspect of the Jefferson Meeting is the opportunity for students to have contact and exchange of ideas with people of different backgrounds and opinions. Everyone is equal and everyone is an "expert" at the Jefferson Meeting. Teachers will undoubtedly be as involved as students, and many opportunities (some of which are discussed in Part III) exist for bringing local public officials and community members into the classroom.

The Jefferson Meeting teaches students to exercise responsibly their rights as citizens as they learn about self-government. The Jefferson Meeting, in sum, is an exercise in both civic education and political participation.

When to Have a Jefferson Meeting

The Jefferson Meeting should be used as a supplement to course work on Constitutional history and American government. While the timing of the Meeting is best left up to you, the teacher, it will be most effective after students have developed a knowledge of the Constitution itself, the structure of American government, and the events and circumstances surrounding the Philadelphia Convention of 1787. Suggested background material is listed in Part IV of this guide.

Preparing Yourself for a Jefferson Meeting

Discussion Guides

The Jefferson Foundation discussion guides accompanying this teacher's guide are a very important part of the program. The Jefferson Foundation discussion guides and the issues they discuss are:

"To Make and to Alter Their Constitutions of Government," a discussion of Article V of the Constitution, which gives citizens the power to call a convention for the purpose of proposing amendments to the Constitution.

"So Great a Power to Any Single Person," a discussion of the desirability of extending the President's term of office to six years while eliminating the opportunity to be re-elected.

"During Good Behavior," an exploration of points of view about the advisability of setting terms of office for federal judges and of changing the method by which they are selected.

"To Control the Abuses of Government," a discussion of the pros and cons of giving the President an item veto (allowing certain parts of bill to be vetoed while the remainder is approved), and giving Congress a legislative veto (by which Congress may disapprove of the manner in which the executive branch implements legislation).

"The Root of Republican Government," a discussion of proposals for extending the terms of Representatives and for limiting the number of terms they may serve.

"The Plain Simple Business of Election," an exploration of arguments for and against the popular election of the president.

These guides will provide you a wealth of information about constitutional reform issues. Each guide discusses a reform proposal by examining relevant sections and provisions of the Constitution, the intentions of the Founders, the "problem" that has led to proposals for change, and the history of these proposals up to the present. The guides provide a balanced pro and con discussion of each proposal for change that will set the tone for Jefferson Meeting debates.

These discussion guides will also be useful to your students. You may order additional copies of these booklets for use by students by contacting the Jefferson Foundation at the address (or phone number) given on the inside of the back cover of this guide. The cost of each booklet is 75¢. You may wish to duplicate, in part or in full, the contents of these discussion guides. If you do this, please attribute the duplicated material as follows: "Reprinted from a series of discussion guides on constitutional reform issues published by The Jefferson Foundation, Washington, D.C."

Scheduling Your Jefferson Meeting

You will decide when it would be most appropriate to hold a Jefferson Meeting in your classroom. To get a preliminary idea of the steps and days involved, look at the timetable below. There is nothing hard and fast about this timetable; you will want to adjust it to meet your needs. A more detailed Step-by-Step guide to organizing your Jefferson Meeting is presented in Part II.

Timetable for the Jefferson Meeting on the Constitution

Days One and Two:

Use of Opinion Poll to stimulate thinking about reform issues _____
Identification and discussion of issues raised by the opinion poll _____
Introducing the concept of the Jefferson Meeting _____
Selection of reform issues to be placed on the Meeting's agenda _____
Students choose the issue they wish to explore and are placed on appropriate committees _____

Day Three:

Issue committees meet and discuss their respective issues, begin research _____

Day Four:

Each issue committee divides into a "pro" group that favors a proposal for change and "con" group that opposes such a proposal _____

Pro and con groups continue research

Days Five and Six:

Pro and con groups prepare their presentations for the plenary session and prepare a list of committee members that will speak during the plenary session _____

Days Seven, Eight, and Nine:

Plenary sessions during which each issue on the agenda is discussed in turn, with pro and con groups making presentations, responding to each other and to questions and ideas raised by students from other committees _____

Day Ten:

Arguments presented in the plenary are summarized and discussed, general discussion and evaluation of the Jefferson Meeting _____

Adjust this schedule to the needs of your classes. An extra day might be needed for research and/or preparation by some classes. The schedule may also vary because of the number of issues chosen for presentation and discussion, the size of your classes, and other factors.

Preparing Your Students for a Jefferson Meeting

Opinion Poll

One good way to introduce constitutional issues to your class and stimulate student interest in a Jefferson Meeting is to duplicate the opinion poll on the next page and distribute it to your students. The issues raised in the opinion poll items are the ones presented in the Jefferson Foundation Discussion Guides. Discussion of proposals for constitutional change should be easy to stimulate once students are asked to express opinions about such issues as lengthening the President's term of office, abolishing the electoral college, electing judges, and calling a second constitutional convention.

Introducing Your Students to the Jefferson Meeting

Once you have created student interest in constitutional change, either through the use of the opinion poll or another approach, you will introduce the students to the concept of the Jefferson Meeting. It is important that students know why they are doing this. Explain that it is an opportunity for them to debate constitutional issues the way the Founders did and to understand how the structure of government was created to guarantee their rights and freedoms. Students should be told that these reform proposals are currently under consideration in the nation. This will help them see that a Jefferson Meeting is not merely an exercise in history but also a chance to participate in a national debate about current problems and proposed solutions.

When you explain to students how the Meeting will work, it is a good idea to tell them how they will be evaluated and what each phase of the Meeting entails. The first thing all students should know is that they are expected to participate, to research issues carefully, and to respect and follow closely the contributions made by their fellow student-delegates. Then you can discuss more detailed requirements.

CONSTITUTIONAL ISSUES: WHAT IS YOUR OPINION?

Give your opinion about each statement by checking the appropriate box.

1. The electoral college should be abolished so voters can elect the President directly.
   Agree _____ Disagree _____ No opinion _____

2. A single six-year term would make the President more effective.
   Agree _____ Disagree _____ No opinion _____

3. Longer terms for members of the House of Representatives would make Congress more effective.
   Agree _____ Disagree _____ No opinion _____

4. Congress should set a retirement age for all federal judges including Justices of the U.S. Supreme Court.
   Agree _____ Disagree _____ No opinion _____

5. Rather than being appointed by the President and approved by the U.S. Senate, federal judges, including Justices of the U.S. Supreme Court, should be elected by voters.
   Agree _____ Disagree _____ No opinion _____

6. The President should be able to veto specific parts of a bill and sign the rest of a bill into law, instead of having to accept or veto the entire bill.
   Agree _____ Disagree _____ No opinion _____

7. Congress should be able to exercise its own veto over the executive branch when it disapproves of the way the executive branch is implementing the provisions of a law.
   Agree _____ Disagree _____ No opinion _____

8. There should be some limit placed on the number of terms a member of Congress may serve.
   Agree _____ Disagree _____ No opinion _____

9. A constitutional convention should be called for the purpose of proposing amendments to the Constitution.
   Agree _____ Disagree _____ No opinion _____

PART II
STEP-BY-STEP GUIDE TO THE JEFFERSON MEETING OF THE CONSTITUTION

Student Roles in the Jefferson Meeting

Students play the key roles in the Jefferson Meeting, so you should take care to make sure the right people play them. Students can be chosen to play these roles by vote of the class, volunteering, or appointment by the teacher. Some of the roles require advance preparation, so some will have to be assigned in advance. Others can not be assigned until the agenda has been set and issue committees have begun their work.

Plenary Chairperson

This job calls for a firm hand and, above all, a sense of humor and poise. The plenary chair presides over the debate, calls on the designated speakers in turn, fields questions from the floor and keeps time. (A secretary or time keeper might be chosen to assist the chairperson.) The chairperson has to be somewhat removed from debate and should not express opinions. This role presents a challenge that is appropriate for a student. You may decide this role could be better played a guest or by you.

Discussion Leader/Reporter

You will need one discussion leader for each issue committee. This is a very important job. The discussion leader is responsible for introducing the committee's issue to his or her committee and explaining to them how it relates to the larger philosophical principles of our government. You should work closely with your discussion leaders to make sure they understand the concepts you wish to convey. It would be a good idea to give your discussion leaders copies of relevant Jefferson Foundation Discussion Guides.

The first issue committee meeting will be directed by the discussion leader, who will present a summary of the history and significance of the issue. He or she will then lead a discussion and answer questions about the issue. After this first committee meeting, the other committee members will be deciding whether they want to argue for or against the proposal and dividing into pro and con groups. At that point the discussion leader should "float" from the pro group to the con group making sure each is covering the essentials in the presentation it is planning.

During the plenary session discussion leaders become reporters. The job of each reporter is to closely follow plenary debate about his or her committee's issue and prepare a presentation about the debate for the follow-up session. The reporters will review the arguments presented, give an account of how the pros and cons interacted, and put the debate into a larger perspective by relating it to history or current events.

Floor Manager

There will be two floor managers in each issue committee: one for the pro side and one for the con side. You may choose the floor managers or let them be elected by their fellow pro and con members within an issue committee. Each floor manager is responsible for lining up five speakers (or another number designated by the teacher) to present the pro or con arguments during the plenary. Each speaker is limited to 3 minutes, so the floor manager should organize the speakers and their presentations in such a way that all the main points in the argument are effectively presented while minimizing repetition. The floor manager prepares a speakers list containing the names of the committee members who will speak during the plenary. This list is given to the plenary chairperson before the plenary session begins. Floor managers may also be speakers.

Student Role Descriptions

At the end of this Part of the guide are "Student Role Descriptions" for the Plenary Chairperson, Discussion Leader, Floor Manager and, of course, Delegates. These should be duplicated and distributed to students so they have a clear idea of their roles and responsibilities.

Four Basic Steps of the Jefferson Meeting

The four basic steps of the Jefferson Meeting are setting the agenda, meeting in issue committees, holding the plenary session, and the follow-up session. Each step is described in detail below.

Setting the Agenda

The agenda is the list of issues the class will study and debate. You may set the agenda yourself or have students set the agenda after the class opinion poll has been conducted. The number of issues to be discussed is up to you. It will be difficult to have a plenary discussion of more than one issue per day (assuming a 50 to 60 minute class period). *After* the agenda is set, ask the students to list, in order of preference, two issues on the agenda they most want to consider in depth. Based on their choices, you should form issue committees of equal size, trying to balance personalities and viewpoints as much as possible.

Issue Committee Meetings

Once the agenda has been set, students meet in their issue committees to prepare for the debate in the plenary session. At least three periods should be devoted to committee meetings. Each issue committee will complete the following tasks:

1. Discuss the assigned issue under the leadership of the committee discussion leader.
2. Read the appropriate Jefferson Foundation Discussion Guide and/or do other research on the topic.
3. Members of each committee will form individual opinions based on research and discussion.
4. Members of the committee divide into one pro and one con group on the issue.
5. Under the leadership of its floor manager (who may be elected by his or her group or be selected by the teacher) each pro and each con group within each issue committee prepares arguments for the plenary. The floor manager prepares a speakers list and submits it to the plenary chairperson.

Holding the Plenary

The plenary is the main event of the Jefferson Meeting. For the plenary meeting the classroom/auditorium should be arranged in theater style with a podium and chairs for speakers at the front. The plenary will be called to order by the chairperson. Using the speakers lists submitted by the floor managers, the chairperson will call all the speakers for the issue under consideration to the front, seating the pro group to one side of the podium and the con group on the other. Starting with the pro side, the chair person will call each speaker to the podium for his or her 3 minute presentation, alternating between pro and con. The time keeper and/or debate clock should be in full view of the podium to notify speakers when time is up. When the speaker's list for an issue is exhausted, the chairperson will invite questions and comments from the floor. Every one can participate in this portion of the plenary. All comments or questions must be kept to 2 minutes. The chairperson should try to create an informal, spontaneous atmosphere to encourage students from every part of the classroom to get involved in the discussion.

A typical plenary debate on one issue would, then, last 50 minutes, with five pro speeches and five con speeches each lasting 3 minutes (30 minutes total) and 20 minutes devoted to comments after the speakers list has been exhausted.

Rules for the Plenary

It is important to establish the procedure for the plenary ahead of time. At the end of this part of the guide is a one-page summary of plenary rules. You may wish to duplicate these rules and distribute copies to the class.

Follow-up Activities

The follow-up session is a chance for students to summarize and synthesize the debate of the plenary. Begin with reporters for each issue reviewing the arguments presented in the plenary. These reports should be limited to five minutes each. Next, choose from the following activities to assess the Jefferson Meeting experience. Except for the newspaper activity, these activities can be completed in one or two class periods.

Evaluation Questions

A. The following questions may be used to evaluate the meeting in terms of form and procedure:

1. What did you learn that was new to you?
2. What did the Jefferson Meeting accomplish?
3. How was our Meeting like the original Constitutional Convention? How was it different?
4. Why was it important to present both sides of an issue?

B. The following questions may be used to guide a discussion about the ideas presented in the debates.

1. Did the debate change your mind on any of the issues? Explain.
2. What other constitutional questions would you like the class to debate?
3. Can you suggest other ideas for reform?
4. What were the major points raised in the debate on _____ (fill in and disucss any or all of the debate issues as time permits.)

Opinion Poll

The teacher may use the opinion poll again and tabulate the results of the two surveys to determine any changes in the students' views on the issues. Discuss each question on the survey with the class as part of an evaluation.

Class Newspaper

As a follow-up activity, have the class create a newspaper. Some students can act as reporters and submit straight news accounts of the plenary. Others can act as editorial writers; still others can write "letters to the editor." Class artists can draw editorial cartoons to show a range of opinions. The class newspaper could then be circulated in the school and the community.

Rating Sheet

Duplicate copies of the Student Rating Sheet for class use. Have students fill out the rating form and then orally evaluate the Jefferson Meeting on the Constitution. The oral evaluation is important because it can bring out creative suggestions for future programs. The Rating Sheet offers students an opportunity to evaluate their overall participation. The teacher may use the rating sheet for an informal evaluation or a grade.

TEACHER'S CHECKLIST

Jefferson Meeting on the Constitution

Issues for Debate

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Total # of delegates _____ _____ Delegates per committee

Number of speakers per committee _____

Time per issue at plenary _____

Time per speaker _____

Plenary Chairperson _____

Issue Committee	Discussion Leader/Reporter	Floor Manager (pro)	Floor Manager (con)
1			
2			
3			
4			
5			
6			

Committee Members:

1.	2.	3.	4.	5.	6.

Rules for Debate and Discussion in the Plenary Session

Time Rules

1. Each speaker has three minutes to present his or her argument to the audience.
2. If a speaker yields to questions from the floor, time will not be counted while the question is being asked. The answer will be counted as part of his or her three minutes.
3. Following the pro and con speeches for each issue, the class may discuss the issue. Questions, comments, and discussion points will be limited to two minutes per person.
4. Pro and con presentations, together, will not take more than 30 minutes. Discussion is limited to 20 minutes.

Procedure

1. The plenary is called to order by the *chairperson.*
2. Speakers for the first issue are called to the front and seated with the pro group on one side of the podium and the con on the other. Repeat for each issue.
3. Starting with the pro side, the chairperson will call each speaker to the podium for his or her presentation. Speakers are called in their listed order, alternating between pro and con.
4. The chairperson keeps order, enforces time limits, recognizes the speakers in their turn, and adjourns the plenary.
5. Reporters observe the plenary and prepare a summary presentation on it for the follow-up session.

Student Role Description: Plenary Chairperson

This job calls for a firm hand and, above all, a sense of humor and poise. The chairperson should be thoroughly familiar with the rules of the Jefferson Meeting. The chairperson will also:

1. Help to arrange for research materials to be used by the issue committees and oversees the use of these materials.
2. Distribute the plenary rules sheet to the committee members.
3. Preside over the plenary debate, calls on the designated speakers in turn, fields questions from the floor, and keeps time. (Have a clock in full view of the podium or appoint a timekeepr to help the chair.)

Student Role Description: Discussion Leader and Reporter

The discussion leader/reporter's job during committee meetings is to:

1. Act as a committee coordinator by leading the initial discussion and answering questions about the issue.
2. Help to coordinate research and division into pro and con groups.
3. Float from the pro group to the con group, making sure delegates are covering the essentials in preparing arguments. Make suggestions for research.
4. Coordinate the whole committee's presentation for the plenary.

The discussion leader/reporter's job during the plenary session is to:

5. Observe the plenary debate and prepare a presentation on your committee's issue for the follow up session. You will review the arguments presented, give an account of how the pros and cons interacted, and where possible, relate the debate to current issues in the new.

Student Role Description: Floor Manager

Floor managers are also delegates, so you will need to read the delegate description too. As floor manager of either a pro or con group within an issue committee you are to do these things:

1. Lead your group (pro or con) in developing arguments that will be presented in the plenary session.
2. Help your group prepare its plenary presentation, with special attention to arranging speakers and arguments in such a way that your group's views are presented effectively and without excessive repetition.
3. Prepare the speakers' list for your group. Five members of your group (including you, if you wish) will speak in the plenary. A list of these speakers should be given to the plenary chairperson before the plenary discussion on your issue.

Student Role Description: Delegate

Delegates to the Jefferson Meeting on the Constitution will complete these tasks:

Agenda

1. Help to set the agenda by (a) completing an opinion poll and (b) choosing first and second constitutional issues that you would like to study in depth.
2. Choose or be assigned to an issue committee.

Issue Committee Meetings

1. Take part in an initial discussion and do preliminary research about the constitutional question under consideration.
2. Choose a pro or con position on the issue.
3. Work together with your fellow pro or con members and do additional research on the issue.
4. Set debate strategy by (a) listing arguments to use in the plenary session, and (b) determining the order of the speeches and speakers.
5. Go over the rules for the plenary. Prepare and practice your group's presentation for the plenary.

Plenary

As delegates in the plenary session, you will be speaking, listening, and learning, and above all keeping an open mind.

STUDENT RATING SHEET
JEFFERSON MEETING ON THE CONSTITUTION

NAME _____

Use this scale to answer the following questions. Circle the appropriate rating. Poor 1 2 3 4 Excellent

I. Agenda and Issue Committee Meetings

Did the discussion leader explain the issues clearly?	1	2	3	4
Did everyone get a chance to talk in committee?	1	2	3	4
Did everyone cooperate in researching the issue?	1	2	3	4
Evaluate your contribution to committee sessions.	1	2	3	4
Evaluate your committee as a whole.	1	2	3	4

II. Plenary Session

Did the chairperson keep the debate moving?	1	2	3	4
Did the arguments avoid repetition	1	2	3	4
Did the Q & A following the presentations help you learn anything new?	1	2	3	4
Evaluate the overall presentations of				
Issue Committee #1	1	2	3	4
Issue Committee #2	1	2	3	4
Issue Committee #3	1	2	3	4
Issue Committee #4	1	2	3	4
Issue Committee #5	1	2	3	4
Issue Committee #6	1	2	3	4

III. Follow Up Session

Did the Reporter summarize clearly and fairly?				
Issue Committee #1	1	2	3	4
Issue Committee #2	1	2	3	4
Issue Committee #3	1	2	3	4
Issue Committee #4	1	2	3	4
Issue Committee #5	1	2	3	4
Issue Committee #6	1	2	3	4
Evaluate your contribution to the follow-up.	1	2	3	4

IV. General Evaluation

Did the Jefferson Meeting increase your understanding of the Constitution?	1	2	3	4
Did the meeting help you with your speaking skills?	1	2	3	4
Did the meeting help you with your group participation skills?	1	2	3	4
Overall, did you find the Jefferson Meeting a valuable experience?	1	2	3	4

PART III

SUGGESTIONS FOR USING THE JEFFERSON MEETING IN ALTERNATIVE SETTINGS

Here are some suggestions that modify the basic approach described in this guide.

Multi-class Meeting

One or two classes which meet at the same time could be coordinated for a larger Jefferson Meeting. Issue committees would be expanded in size and more issues could be added to the agenda. The teachers form a team and divide the tasks from planning through evaluation.

Multi-school Meeting

Two or more schools in an area might combine for a Jefferson Meeting. One approach would be to have each school work on one issue during class time and then hold the Plenary on a Saturday. Another approach would be to have all the delegates meet in one host school for a concentrated period of three days. Your schedule would be as follows:

Day 1

A.M.	Keynote address (Keynote speaker may be a member of the community, a principal, or the organizing teacher.)
	Opinion poll (Optional)
	Set the agenda
	Form issue committees
P.M.	Begin research
	Choose pro and con groups

Day 2

A.M.	Research issue
	Prepare speakers' list
	Prepare for the plenary session
P.M.	Plenary session

Day 3

A.M.	Complete Plenary session
P.M.	Follow-up session

This approach will require considerable advance planning. Be sure to make early arrangements for buses, meeting room space, auditorium or assembly hall, food facilities, and supervision of non-participating students.

School-Community Meeting

Invite people in the community to become involved. As preparation for the meeting have students write letters to local officials, lawyers, university scholars, interested citizens or public interest groups, such as the League of Women Voters, and invite them to participate. They may serve as delegates or take a leadership role. We suggest that you introduce your class to the Jefferson Meeting and then allow two weeks for the letter writing and enlisting of community participants. When all of your arrangements are completed, you are ready to follow the Jefferson Meeting timetable.

Whole-school Meeting

Sponsor a school-wide Jefferson Meeting in which each grade level sends delegates. Delegates meet after school for two hours each day for two or three days to complete the pre-plenary preparations. The plenary itself may be an in-school assembly attended at various times during the school day by the students in each grade level. The follow up may become an activity for the social studies classes to discuss and complete.

Simplified Version

Less advanced students can participate in a Jefferson Meeting through this modification. Begin by introducing the Constitution through a film or filmstrip which will provide motivation and background information. Have students complete the opinion poll and then vote on the issue the class wants to debate. Next, divide the class into one pro group and one con group.

In each of the six Discussion Guides there are questions for discussion and a list of arguments for and against a proposed change in the Constitution. Prepare copies of these agrguments and distribute appropriate arguments to the members of the pro and con groups. You may want to assign each student, or pairs of students, particular pieces of the pro and con arguments to research. To assist students with their research, have textbooks, readings, and audiovisual materials available in the library or media center.

To help students get their speeches started, have them prepare a statement like the following:

I am for (against) _____ because ...
(at this point students either state the argument presented in the Discussion Guide, or put it in their own words.)

Students add any other information they have gathered from the research and are now prepared for the plenary.

Follow the procedure for the plenary and the follow-up outlined in Part II of this Guide. These two steps will take approximately one or two class periods.

The suggested schedule for this simplified version of the Jefferson Meeting:

Day 1	View film or filmstrip Complete Opinion Poll Select class constitutional issue
Day 2	Divide into pro and con groups Begin researching arguments
Day 3	Continue research
Day 4	Prepare speakers list for plenary Practice for the plenary
Day 5 & 6	Plenary session and Follow up

Other Issues

Some other issues about which your students could do research and then hold a debate in a Jefferson Meeting include:

1. Altering the 2/3 Senate majority needed to ratify treaties.
2. Instituting a parliamentary system of government in the United States.
3. Amending the Constitution to allow limitation of campaign contributions by political action committees (PACs).
4. Amending the Constitution to allow citizen initiation of referenda.
5. Congressional-Presidential control over the Constitution's war powers.
6. The Equal Rights Amendment.
7. The Balanced Budget Amendment.

PART IV

RESOURCES

For the Teacher

Audio-visual

"America—Inventing a Nation," 52 minutes CO 1973 SH C, Time-Life Multimedia

Pictures a decade during which the Constitution was drawn up. Describes the secret Independence Hall debates involving Hamilton, Mason and Madison. Sketches the westward surge which expanded the character of the new republic beyond imagination.

"Alexander Hamilton," 18 minutes BW 1951 JH SH C A, Encyclopedia Britannica Educational Corporation

Reveals Hamilton first as a boy/businessman in the West Indies. Points up his role in the American Revolution. Dramatizes his part in the adoption of the Constitution. Portrays his career as the first Secretary of the Treasury, and re-enacts his death.

American Insights—"The Federal Government and How it Works," 19 minutes CO 1975 EL JH C A, Counselor Films

Examines the complexities of our federal government. Illustrates our system of checks and balances and explains how the federal government has served Americans for 200 years in preserving our freedom as individuals and as a country.

Americana Series—"Thomas Jefferson," 28 minutes CO 1976 EL JH SH C A, Handel Film Corporation

Shows Jefferson's self-written epitaph that he was the father of the University of Virginia, author of the Declaration of Independence and the Virginia statute for religious freedom. Discusses the other accomplishments of Jefferson and the riddle of why he chose to mention only these three. Describes Jefferson's contributions to science and agriculture and his love for the arts.

"Benjamin Franklin," 17 minutes BW 1951 JH SH, Encyclopedia Britannica Educational Corporation

Characterizes Franklin as a great American statesman, writer, scientist and diplomat. Calls attention to his contributions to American society.

"Bill of Rights of the U.S." 20 minutes CO 1970 JH SH, Encyclpedia Britannica Educational Corporation

Relates the story of the struggle for human freedom which led to the creation of the Bill of Rights. Traces the steps by which the first ten amendments to the Constitution came to be written.

"Birth of a Nation—the Living Constitution," 16 minutes CO 1967 EL JH, AIMES Instructional Media Services

Describes the Constitutional Convention of 1787. Portrays how after months of argument and debate, a constitution presented by James Madison was signed by the delegates. Explains why this plan did not become law until the states were guaranteed a Bill of Rights, which became the first ten amendments to the Constitution.

"George Mason," 50 minutes BW 1966 JH SH, I.Q. Films

Shows the fight of George Mason for inclusion of the Bill of Rights in the Federal Constitution.

"George Washington," 20 minutes BW 1951 JH SH, Encyclopedia Britannica Educational Corporation

Portrays events of his boyhood and his role in the French and Indian Wars. Illustrates his trials and triumphs as military leader in the American Revolution and as organizer of the movement to frame the Constitution. Reveals difficulties and success as the first President of the United States.

"Our Constitution," 20 minutes BW 1940 (?) JH SH C A, Academic Film Company

Dramatized impressions of American economics and social backgrounds which created a need for the Constitution. Portrays Franklin, Hamilton, Washington, Adams, and others.

Print Sources

This bibliography was constructed to be of maximum help to the teacher in teaching about the founding period, its political ideas, and political debates. A solid understanding of the debate between Federalist supporters of the Constitution and its Anti-federalist opponents will give your students an historical perspective on how twentieth century debates about constitutional issues grow out of perennial questions about government and politics. This bibliography is not definitive or exhaustive, but it may help to unlock some doors previously unopened. A special section—"To the Student"—lists resources that are appropriate for most students. This section may be duplicated and distributed to your students.

Allen, W.B., *The Essential Antifederalist,* 1985.

Beard, Charles A., *An Economic Interpretation of the Constitution of the United States,* 1965

Bennett, Walter H., ed. *Letters From the Federal Farmer to the Republican,* 1979.

Borden, Morton, ed., *The Anti-Federalist Papers,* 1965

Boyd, Stephen R., *The Politics of the Opposition: Anti-federalists and the Acceptance of the Constitution,* 1979.

Bowen, Catherine D., *Miracle at Philadelphia: The Story of the Constitutional Convention, May to September 1787,* 1966.

Brown, Robert E., *Reinterpretation of the Formation of the American Constituion,* 1963.

Commager, Henry S., *The Empire of Reason: How Europe Imagined and America Realized the Enlightment,* 1977.

Commager, Henry S., *Selections from the Federalist: Hamilton, Madison, Jay,* 1949.

Corwin, Edward S., *The Constitution and What it Means Today,* 1978.

Elliot, Jonathan, ed., *The Debates in the Several State Conventions on the Adoption of the Federal Constitution,* 5 vol., 1936.

Farrand, Max, *The Fathers of the Constitution,* 1913.

Farrand, Max, *The Framing of the Constitution of the United States,* 1913.

Farrand, Max, *The Records of Federal Convention of 1787,* 4 vols., rev. ed., 1966.

Garraty, John, *Quarrels That Have Shaped the Constitution,* 1983.

Hamilton, Alexander, James Madison, and John Jay, *The Federalist Papers,* available in many editions.

Jensen, Merrill, *The American Revolution Within America,* 1974.

Kenyon, Cecelia M., ed., *The Anti-federalists,* 9166.

Lipset, Seymour M., *The First New Nation,* 1963.

Madison, James, *Notes of Debates in the Federal Convention of 1787,* 1966.

Main, Jackson T., *The Anti-federalists,* 1961.

Mason, Alpheus T., *The States Rights Debate: Anti-federalism and the Constitution,* 1964.

Orfield, Lester B., *Amending the Federal Constitution,* 1971.

Rossiter, Clinton L., *1787: The Grand Convention,* 1966.

Rutland, Robert A., *The Birth of the Bill of Rights, 1776-1791,* 1983.

Smith, Edward C., *The Constitution of the United States,* 11th ed., 1982.

Smith, Page, *The Constitution—A Documentary and Narrative History,* 1980.

Storing, Herbert J., *What the Anti-Federalists Were For,* 1981.

Wills, Garry, *Explaining America: The Federalist,* 1980.

Wood, Gordon, *The Creation of the American Republic, 1776-1787,* 1969.

Works specifically on proposals to change the Constitution:

Heymeyer, Alexander, *Time for Change: A Proposal for a Second Constitutional Convention,* 1943.

Hazlitt, Henry, *A New Constitution Now,* 1942.

Laird, Melvin R., "James Madison Wouldn't Approve," *The Washington Post,* February 13, 1984, A13.

Robinson, Donald L., ed., *Reforming American Government: The Bicentennial Papers of the Committee on the Constitutional System,* 1985.

Periodicals and booklets

This Constitution: A Bicentennial Chronicle. Project '87 of the American Historical Association and the American Political Science Association publish this magazine quarterly. It is available for your library by contacting Project '87 at 1527 New Hampshire Avenue, N.W., Washington, D.C. 20036.

Jefferson Foundation Booklets: listed within this guide.

To the Student

This bibliography will help you to locate background material essential to understanding and forming an opinion on the issues for discussion at The Jefferson Meeting. By reading some of the primary sources, and learning some of the opinions of the noted scholars on the topic of the Constitution, you will be able to formulate a more persuasive and successful argument.

Annals of America, Encyclopedia Britannica. Most school libraries carry this source, which is a collection of primary sources on American History. See especially titles: Making a New Nation, and Government and Politics, Constitutional Issues.

Bowen, Catherine Drinker, *Miracle at Philadelphia—Story of The Constitutional Convention May through September 1787,* Little Brown, 1966.

Commager, Henry Steele, *The Great Constitution, a Book for Young Americans,* Bobbs-Merrill, 1961.

Constitutional Government in the American Setting, Robert A. Taft Institute of Government, Richard H. Leach, 1972. This 24-page booklet available from the Taft Institute of Government, 420 Lexington Avenue NY, NY 10017 @ 1.50.

Elliott, Jonathan, ed., *The Debates in the Several State Conventions on the Adoption of the Federal Constitution,* J.B. Lippincott, 1859.

Farrand, Max, *Fathers of the Constitution: A Chronicle of the Establishment of the Union,* Yale University Press, 1921.

Hamilton, Alexander, John Jay and James Madison, *The Federalist Papers,* ed. with an introduction by Garry Wills, Bantam Books, 1982. See especially numbers 10: Size and Variety of the Union as a Check on Faction; 39: Republicanism, Nationalism, Federalism; and 51: Checks and Balances

Kenyon, Cecelia, M., ed., *The Anti-Federalists,* Bobbs-Merrill, 1966. Reprints of pamphlets, newspaper editorials and other documents written by those who opposed ratification of the Constitution in 1787-88.

Peterson, Merrill, D., ed., *The Portable Thomas Jefferson,* Penguin Books/Viking Press, 1975. In the "letters" section, see especially those from Thomas Jefferson to James Madison, January 30, 1787, December 20, 1787, and September 6, 1789 and one to Samuel Kercheval July 12, 1816.

Rossiter, Clinton, *17187: The Grand Convention,* Macmillan, 1966. Rossiter is perhaps one of the foremost authors on the topic of participants in the Constitutional Convention, and he describes them in this work.

Current Journals, Periodicals, and Pamphlets

The following are suggested indexes for student use when researching contemporary issues. Begin your search with "U.S. Constitution," then look for the topic.

Social Sciences Index

Humanities Index

PAIS—Public Affairs Information Service

Reader's Guide to Periodical Literature

Congressional Record Index

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WRITE IN

The Jefferson Meeting on the Constitution

The Jefferson Foundation very much appreciates and encourages your comments and suggestions. Please let us know about *your* Jefferson Meeting. Just fill out this form, clip it out, fold, and mail.

Name _____

School _____

Address _____

_____ Phone _____

Class or grade level in which you held the Jefferson Meeting _____

Number of students participating _____

Issues discussed _____, _____,

_____, _____,

Did you have outside speakers or participants? Who? _____

_____

In evaluating the Jefferson Meeting project as a whole, how well did it:	Poorly			Well
Teach the fundamental principles of American government and the Constitution?	1	2	3	4
Fulfill your curricular goals?	1	2	3	4
Spark enthusiasm and interest?	1	2	3	4

If possible, please summarize the reaction of your students to the project.

Do you plan to use the Jefferson Meeting in your classroom again. Why or why not?

THE JEFFERSON FOUNDATION

The Jefferson Foundation is a non-profit, tax-exempt organization incorporated in Washington, D.C. The Foundation has two major purposes:

1. To enhance citizens' understanding of the Constitution and its history by involving them in debate and discussion of the fundamental principles of American government.
2. To study historical trends and contemporary opinion on constitutional reforms which have been proposed in Congress and by various groups as ways of improving the structure and functioning of government.

The Jefferson Foundation is a strictly non-partisan, non-advocacy organization which takes no position on any of the reform issues it studies. Its role is to promote informed and rational discussions of the fundamentals of the American system and to facilitate understanding of how the Constitution was made.

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